

Performance Indicators and Documentation

Educational Gains

<p>Goal Setting</p> <p>1.1 <i>The program has an established process to assist students in goal setting.</i></p> <ul style="list-style-type: none">➤ Students articulate what they know and are able to do and can demonstrate this through their goal plans, written responses, journal entries and reflective writing.➤ Program personnel and students collaboratively develop, and periodically review and revise goal plans at least once per semester.➤ Program personnel use student goals to inform placement and to guide instruction.➤ Student goals are documented in the Maine Adult Education Managed Information System (MAEMIS).	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none">➤ Student Goal Plans are on file.➤ Evidence of periodic review of Student Goal Plans is on file➤ Printed reports from MAEMIS are available.➤ Dates of meetings and summary of progress show evidence of goal setting process.
<p>Assessment of Learning</p> <p>1.2 <i>The program has a process for assessment of student learning that is consistent with state policy.</i></p> <ul style="list-style-type: none">➤ All students are pre- and post-tested using state approved standardized instrument according to state policy.➤ Programs use standardized and/or alternate assessment consistent with state policy.➤ Program personnel are trained and supported to administer assessments appropriately.➤ Student assessment results are accurately recorded in MAEMIS.➤ Results are interpreted to the learner and made accessible to appropriate staff.➤ Assessment results are used to place learners in an instructional program and to measure gains.	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none">➤ Test results on file.➤ Evidence of attendance at professional development on assessment is on file.➤ Printed reports from MAEMIS are available.➤ Evidence of assessment is included in the Student Goal Plan.➤ Program has written policy on access to student records.

Performance Indicators and Documentation

Outcomes

1.3 *The program supports students as they progress toward their personal goals through the attainment of skills that allow them to advance in the instructional program, enter unsubsidized employment, retain employment, earn a high school diploma or equivalent, or gain acceptance to a post-secondary institution.*

- Students with high school completion or post-secondary education as a goal obtain appropriate educational credentials, or certificates, and/or engage in postsecondary education and training in accordance with the program's negotiated Operational Plan.
- Students demonstrate the attainment of skills that allow them to function in their roles as family member, worker and citizen through performance assessments, portfolios, and demonstration/documentation of key activities on the EFF Role Maps.
- Those students for whom getting a job or retaining a job is a goal meet their employment goals in accordance with the program's negotiated Operational Plan.

Supporting evidence may include (but is not limited to):

- Evidence of pre- and post-testing is on file (MAEMIS)
- Evidence of pre- and post-testing is in student portfolio.
- Evidence of pre- and post-testing is in student records.
- NRS report

Performance Indicators and Documentation

Program Leadership

Program Planning

2.1 *The planning process is ongoing, participatory and reflective of learner, community, state and national goals.*

- The program has at least three mechanisms in place to encourage input from learners, community and staff (for example, course evaluations, community surveys, staff meetings).
- The program has a written mission statement.
- The program 's administrative practices reflect adult learning and teaching theory.
- The program establishes and maintains a minimum of two partnerships to address the needs of learners.
- The program examines and utilizes program data and other resources to evaluate program practices and make necessary adjustments.
- The program has a well-defined learner-centered intake, student orientation, and counseling processes.
- Program practices such as hiring, staff orientation and staff evaluation, are aligned with all applicable policies, laws, rules and regulations.

Supporting evidence may include (but is not limited to): The following evidence is on file:

- Portfolio and other written documents
- Minutes of meetings (i.e. staff and advisory)
- Course evaluations
- Community surveys
- Learner groups
- Focus groups
- Mission statement
- Record of the process used in development/review of the mission statement and list of stakeholders involved
- Implementation of standards such as Equipped for the Future, Reading Essentials for Adult Literacy (REAL), and Scientifically Based Reading Research (SBRR)
- Local staff development log
- Documentation of best practices from journals and articles put into practice
- Individual course descriptions
- Memoranda of Understanding
- Articulation agreements
- List of collaborators
- Program brochures/flyers listing partners
- A program plan that reflects the use of varied data and resources (i.e. annual reports, audit reports, financial and program data)
- Local data/trends/census data
- Documentation of learner-centered intake, student orientation, and counseling processes
- Processes are demonstrated in student folders
- Written documentation that program practices are aligned with all applicable policies, laws, rules and regulations includes but is not limited to:
 - Teacher handbook
 - District/local policies
 - Staff orientation records
 - EFF orientation
 - Staff evaluations
 - Staff files

Performance Indicators and Documentation

<p>Data Management and Reporting</p> <p>2.2 <i>Program personnel utilize the State of Maine’s Adult Education Managed Information System (MAEMIS) for program management and improvement, as well as reporting.</i></p> <ul style="list-style-type: none"> ➤ The program has a data management process that ensures the quality of the data. ➤ At least one data entry person and one program administrator participate in current MAEMIS training. ➤ Teachers, administrators and support staff are knowledgeable about and actively participate in local data collection processes. ➤ Program personnel monitor and review data to ensure its accuracy on a quarterly basis at a minimum. ➤ Programs follow state policies and procedures to ensure quality data collection. ➤ The program submits National Reporting System (NRS) reports on a quarterly basis or as required. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Attendance at trainings is documented through Continuing Education Units (C.E.U.s). ➤ Demonstration of performance to resource guides is documented. ➤ Updated MAEMIS program-flowchart is available. ➤ Data flow diagram for program is available. ➤ Forms for reporting students’ progress and attendance exist. ➤ Timely submission of required state and federal reports is recorded. ➤ Quarterly reports are submitted per state guidelines.
<p>Facilities</p> <p>2.3 <i>The program exists in a safe environment with appropriate access to facilities and equipment to support a positive learning environment for all adult learners.</i></p> <ul style="list-style-type: none"> ➤ The program environment meets all ADA requirements. ➤ The environment has appropriate lighting, heating and ventilation to meet the needs of adult learners and staff. ➤ Safety procedures are posted near doorways and exits and staff is trained. ➤ Restrooms are accessible. ➤ Signs identifying the program 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Safety procedures are written. ➤ GED emergency plan is available. ➤ Site meets ADA requirements. ➤ Lighting, ventilation and heating are adequate. ➤ Restrooms are accessible. ➤ Appropriate and visible signage is available.

Performance Indicators and Documentation

<p>location are visible and appropriate.</p> <ul style="list-style-type: none"> ➤ Entrance and exit signs are visible. 	
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Instructional Systems

<p>Assessment for Learning</p> <p>3.1 <i>The program utilizes assessment procedures for student learning.</i></p> <ul style="list-style-type: none"> ➤ Program staff and learners use on-going formal and informal assessment to inform teaching and learning. ➤ Students demonstrate increased proficiency in the use of lifelong learning, communication, interpersonal and decision-making skills related to their goals. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Written procedures are on file and may include but are not limited to: <ul style="list-style-type: none"> ➤ Student work samples, lesson plans and self-assessment ➤ Student and program portfolios ➤ Teacher reflection and student reflection ➤ Student journals (learner documentation)
<p>Curriculum Development</p> <p>3.2 <i>The program utilizes quality curricular materials.</i></p> <ul style="list-style-type: none"> ➤ Program staff and learners jointly develop, regularly evaluate, and update instructional plans that incorporate learning styles, preferences and short and long-term worker, family or community goals. ➤ Programs utilize quality, up-to-date curricular materials that 1) cover varied functioning levels, 2) address diverse student goals and 3) provide contextually based learning opportunities that are guided by the Maine Quality Curriculum Evaluation Rubric. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Documented evaluation of the curriculum using the (MQ) rubric exists. ➤ Lesson plans are on file. ➤ Instructional materials are available for review. ➤ Curriculum is on file and relevant to adult learning.
<p>Instructional Practices</p> <p>3.3 <i>The program accommodates the instructional needs of a diverse student population, including learners with special needs.</i></p> <ul style="list-style-type: none"> ➤ Individual instructional plans incorporate learning style preferences and short and long-term worker, family or community goals. ➤ Program staff and learners jointly develop, evaluate and update instructional plans at least once per semester. ➤ Evidence is available to demonstrate that 	<p>Supporting evidence may include (but is not limited to):</p> <p>The following documentation of practice is on file for review.</p> <ul style="list-style-type: none"> ➤ Attendance records ➤ NRS reports ➤ Teacher evaluations ➤ Program schedules and brochures ➤ Student Educational Plans

Performance Indicators and Documentation

<p>the program utilizes research-based instructional practices and multiple-delivery systems such as small group, individualized, theme-based, collaborative and computer-assisted instruction.</p> <ul style="list-style-type: none"> ➤ The program offers a minimum of four hours of literacy instruction, year-round, to enable learners to achieve learning gains. ➤ Documentation is maintained to verify the integration of technology into instruction. 	
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Staff Development

<p>Data Quality</p> <p><i>4.1 Local program staff is proficient in quality data collection and utilization of data for program improvement.</i></p> <ul style="list-style-type: none"> ➤ Programs train staff to collect and enter quality data into the Maine Adult Education Managed Information System. ➤ Administrative and instructional staff will attend NRS training to be able to utilize quality data for program improvement. ➤ Quality data is collected and used by administrators to inform and improve the local program's staff development planning process. 	<p>Supporting evidence may include (but is not limited to):</p> <p>The following documents are available for review:</p> <ul style="list-style-type: none"> ➤ Dates and certificates of training on file ➤ Summary of data from year end report ➤ Minutes of meetings/agendas identifying areas for improvement ➤ Teacher evaluations
<p>Continuous Improvement</p> <p><i>4.2 Professional development opportunities are provided to enhance teacher, administrator, support staff, and volunteer's ability to provide quality services to adult learners.</i></p> <ul style="list-style-type: none"> ➤ All new teachers attend professional development to orient them to adult education within the first semester of teaching. ➤ All literacy and academic teachers complete an annual self-assessment of instructor competencies 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Staff development plans are on file. ➤ Methods of dissemination include e-mail, phone, fax, meetings, mail, etc. ➤ Resources and heads-up information is documented. ➤ Attendance, participation at state conferences, regional trainings, in-house staff development, goal setting, goal reviews, goal completion is

Performance Indicators and Documentation

<ul style="list-style-type: none"> ➤ All literacy and academic teachers develop professional goal plans with input and guidance from the program administrator. ➤ Staff development connects to professional development goal plans. ➤ Teacher and administrator use teacher goal plans as one part of the supervisory process. ➤ Administrators disseminate information regarding local, regional, statewide and national sources of professional development available to staff. ➤ Professional development adheres to a research on best practice that is designed to get results. 	<p>documented.</p> <ul style="list-style-type: none"> ➤ Documentation of periodic review of goal plans, assessment of feasibility, redirection of plan items with each staff person is available. ➤ Staff development participation is documented.
<p>Organizational Alignment <i>4.3. Professional development is aligned with the local program's mission statement and coordinated with other systems, when appropriate.</i></p> <ul style="list-style-type: none"> ➤ Program professional development plan is on file. ➤ Time for professional development is identified in the plan. ➤ The budget process supports the training and development plan. ➤ The professional development plan includes evaluation procedures to determine its effectiveness. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Professional development plans are on file. ➤ Evaluation plans are available. ➤ Mission statements are on file. ➤ Memoranda of Understanding are on file.

Student Services

<p>Recruitment <i>5.1 The program successfully recruits populations in need of basic educational services.</i></p> <ul style="list-style-type: none"> ➤ Recruitment is consistent with the target population as defined in the program's mission statement. ➤ Recruitment is consistent with the program capacity ➤ The student population being served reflects the demographics of the area. ➤ Recruitment activities involve a minimum of 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Census data, community surveys, statewide and local figures on poverty and unemployment and district demographics have been reviewed for recruitment purposes. ➤ Program data on teacher/student ratios, cost per student and local budgets have been reviewed. ➤ An annual review of needs assessment has been conducted.
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Performance Indicators and Documentation

<p>three strategies and community partners</p>	<ul style="list-style-type: none"> ➤ Program mission statement exists ➤ Intake and/or evaluation forms indicate source of referral ➤ Recruitment plan and activities are available.
<p>Retention <i>5.2 Learners stay in the program long enough to achieve their educational goals.</i></p> <ul style="list-style-type: none"> ➤ The program makes on-going adjustments to overcome individual student barriers as identified at intake or as information becomes available. ➤ The program collects and analyzes retention data to eliminate barriers to participation for learners. ➤ The program provides documented evidence that a minimum of two different support services/retention services are utilized, such as flexible schedules, transportation assistance, counseling services, etc. ➤ The program operational plan accurately reflects the percentage of students who complete their primary or secondary goal upon completion of the program. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Attendance records and retention rates are kept. ➤ Achievement records are available. ➤ Follow-up is done on attendance. ➤ Individual learning goals exist. ➤ Learners contribute to decisions. ➤ Learners evaluate program. ➤ Brochure lists options.
<p>Support Services <i>5.3 The program provides support services and/or referrals that promote student achievement of educational goals.</i></p> <ul style="list-style-type: none"> ➤ Intake process identifies areas of need for support ➤ Program staff possess the knowledge and skills necessary to make ongoing and informed referrals to support services offered in the program and community ➤ Program assesses whether support services and/or referral were effective 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Student files indicate staff action and/or referrals. ➤ Students regularly evaluate courses. ➤ Local staff development activities provide staff with knowledge and skills to make referrals ➤ Community resources and contact names are available to staff ➤ Partnerships information is available to staff. ➤ Files contain release of information forms.